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ABSTRACT

The Trainers of Teacher Trainers (TTT) Program at the University of Miami is summarized in this booklet. Topics covered include strategies for change, project growth, 1970 strategies conference, participants-strategies conference, conference consultants and evaluators, information about the speakers, speech digest, directed observations, and reaching the community. The speech digest as well as sections covering the 1970 strategies conference, directed observations, and community were monographs or speeches developed by program members. (MJM)

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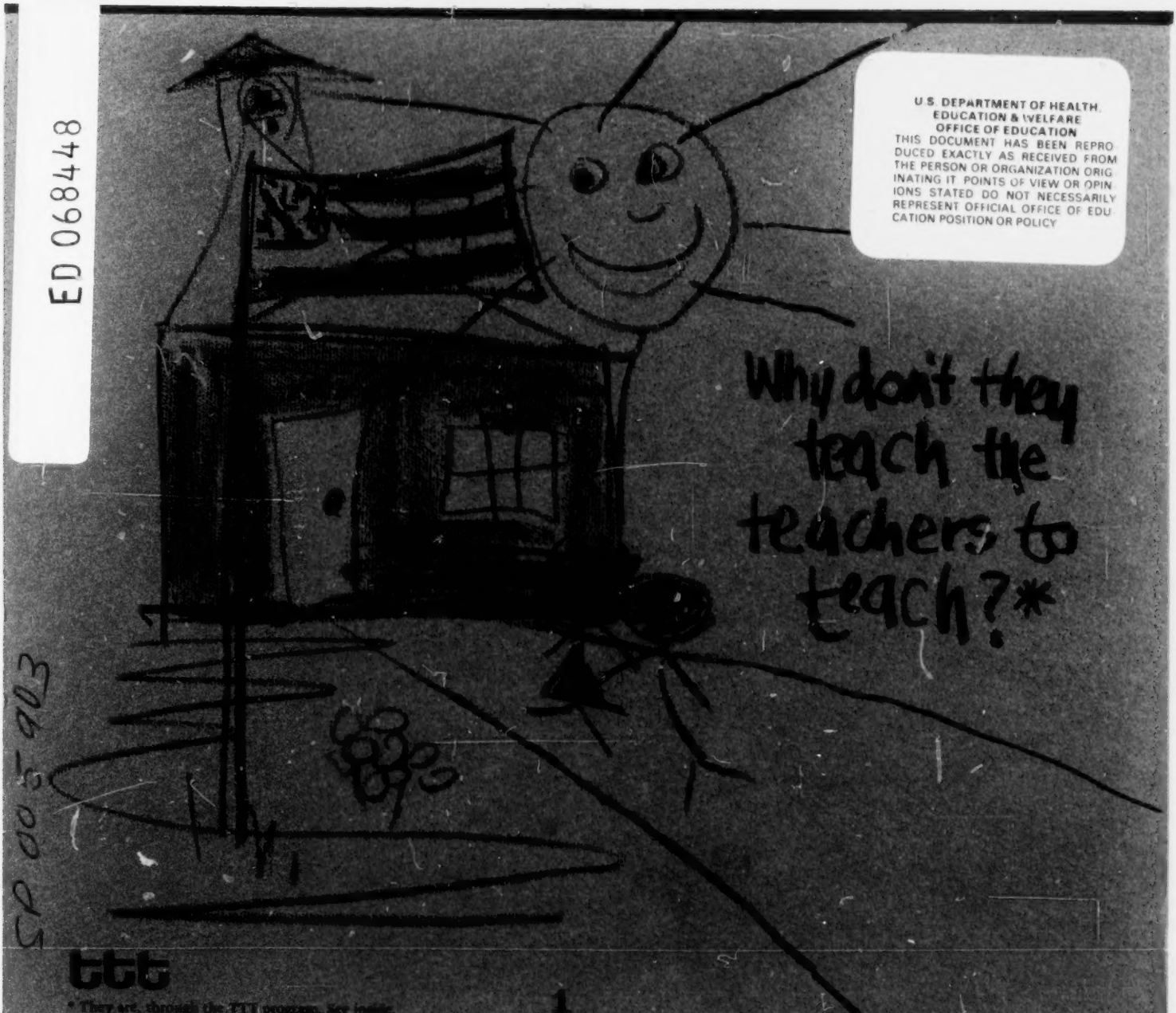

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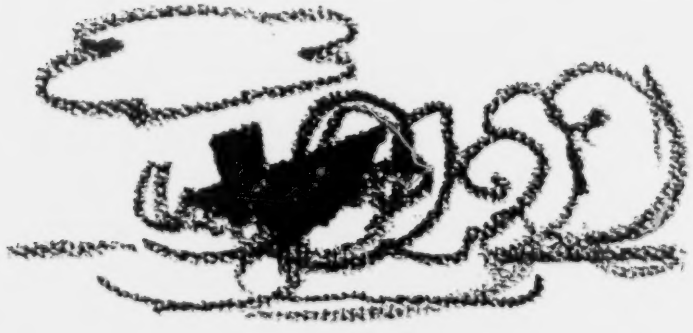
* They are, through the TTT program. See inside.

The old Boat is sinking...



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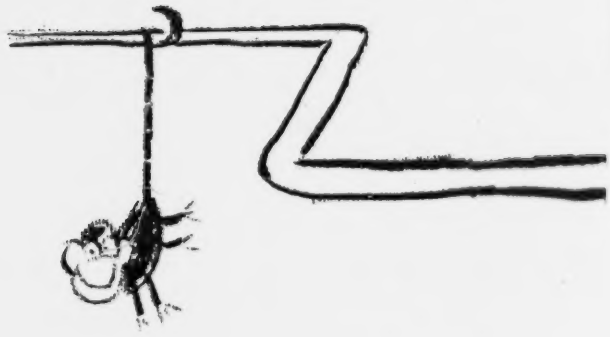
The TTT Project at the University of Miami began operation in the fall of 1969. Much planning had been done in the previous academic year to prepare for a new, critical approach to teacher training. Now in its third year, the program has sharpened its focus on significant models for teacher training as well as on strategies for carrying the effects of this training to the home institutions of the participants and to their communities.

A focal point in the evolution of the University of Miami TTT Project was a Strategies Conference held in December, 1970. The major speeches and roundtable discussions at this Conference both reinforced the soundness of the Miami TTT model and proposed directions such programs could now take.

This booklet summarizes key aspects of the TTT Project. To establish a historical framework for the Miami TTT, an overview of the internal development of the program is given first. The organization, attendance, and major ideas of the December Strategies Conference are then described in order to illustrate the program's wide scope among teacher training institutions and directors throughout the nation. Finally, two members of the TTT staff describe how the Miami TTT Project proposes to "bridge the gap between campus and community," a major objective of the 1971-72 TTT.

TRAINERS OF TEACHER
TRAINERS PROGRAM
UNIVERSITY OF MIAMI



The first stage in the development of the TTT Project at the University of Miami was that of conceptualization. The preliminary planning of 1968-69 proposed a three-layer paradigm – TTT, TT, and T groups – for operational reports. The TT (Teacher Trainers) group included both national and local representatives. The T (Classroom Teachers) group comprised the entire staffs of two target area elementary schools located in disadvantaged, black neighborhoods.

1969: Conflict

During its first year (1969-70), the program was "theoretical" in concept and somewhat ineffective in operation. The theoretical concept was an intentional attempt to get teachers and teacher trainers to challenge the pedagogical routine and give them an opportunity to conceptualize innovations for implementation upon their return to home institutions. The ineffectiveness was caused by a court-ordered desegregation plan which distributed the T staff from the target schools to other schools throughout Dade County. This action disrupted teachers and students, creating a "negative Hawthorne effect" in their attitudes toward innovation. In a September, 1971, follow-up, however, many positive residual influences were reported.

1970: Cooperation

"The Year of the Liberal Arts" saw painful but modestly successful progress in interdisciplinary instruction (staff) and planning (parity). Considering the extent of such efforts involving the School of Education prior to this time, the results might be termed "highly successful." Three liberal arts professors had regular TTT staff assignments, as did four education faculty members. Also, nearly twenty other non-education faculty were involved. The director and several new staff and Parity Board members were

involved. A major task of that year's project was to restore confidence and communication among all parity interests.

The immediate past of Miami TTT was exactly what was originally proposed – a time of theory, trial, and tribulation. The discord caused by the desegregation of Dade schools was not foreseen, although this event showed a positive, long-range influence in these schools.

1971: Consortium

Action is the orientation for the current year, building upon the previous theoretical foundations. The instructional time allocation for psychology and human behavior has been condensed and more time devoted to three other key content areas: instructional innovation, cultural pluralism, and dynamics of governance.

As to instructional technique, the amount of time participants spent away from the University has increased from less than 10 percent in 1970 to over 40 percent during the current year. Not only are community agencies involved in planning, instruction, and service, but they serve as vehicles to communicate with their clients – the ultimate receptors of the TTT program efforts. These agencies are providing field laboratories for faculty - participant - undergraduate student teams to develop meaningful educational packages as well as broadening the understanding of all connected with the project.

1970 STRATEGIES CONFERENCE

Robert J. Simpson
Director, Miami TTT

The purpose of the conference of the TTT Program was to determine strategies for causing change in teacher training programs. Participants in the Miami TTT Program had generated some ideas over which they were enthusiastic. The question arose as to how these programs could be implemented at the participants' home institutions as well as at other schools, colleges, and universities in which these programs might fit. The basic need was to communicate with representatives of the home institutions and have effective dialogue concerning proposed innovations. The plan was for these "legitimizers" from the TTT participants' home institutions to spend some time with members of the project faculty, consultants, university faculty, and TT-N participants in order to better acquaint themselves with the TTT concept as demonstrated by the Miami TTT Program. This was the reason for development of the December conference.

Concepts of innovations, impact, and accountability were all part of the total purpose of the conference. The key speakers highlighted significant areas central to the theme of the training of teachers and the concept of change. Dr. Donald Bigelow of the U.S.O.E. analyzed the relationships among teacher training programs, university schools of education, and schools of arts and sciences. Professor Arthur Combs then elaborated on the direction teacher training

might take. He observed that the primary objective of many teacher education programs is to teach students "about teaching instead of helping them to become teachers." Implementing change in teacher education will not be easy. Dr. Allen Schmieder, however, surveyed the models now being developed through the national TTT programs and through Task Force '72. Dr. Verne Faust of the University of Miami explored in greater depth the implications of the "person-centered curriculum" in the change process. Finally, Dr. Jack Frymier projected the effects of these changes in teacher preparation and education for the schools and curricula of the future.

The conference involved members from the community and the elementary and secondary schools as well as professors from various disciplines from several universities. Ample opportunity was provided for one-to-one discussions between participants and leaders from their respective institutions in order to encourage the development of channels for further communication and, through this, positive change. At the same time, another project group was holding a conference aimed at identifying community characteristics which affect education. The exchange of information and viewpoint between the two groups was an unexpected enrichment to the conference.

No one medium of communication can be depended upon to cause change. This conference report is one attempt by the Miami TTT Program to communicate with all patrons and interested groups concerned with education.* Basic, however, to communication is understanding that comes with involvement. It is hoped that the involvement of the representatives from the TTT participants' home institutions will assist impact upon return to their posts. Follow-up evaluation is planned during the 1971-72 academic year.

*Tapes and transcripts of the speeches by Dr. Bigelow, Dr. Combs, and Dr. Frymier, and are available at the TTT Project Office, University of Miami.

TTT FELLOWS

TTT PARTICIPANTS

DR. NORMA COCHRAN
Assistant Professor of Education
Fresno State College
Fresno, California

DR. SHIRLEY COOPER
Associate Professor of Physical Edu.
University of Michigan
Ann Arbor, Michigan

DR. KEVIN MORSE
Assistant Professor of Curr. & Inst.
Kansas State Teachers College
Emporia, Kansas

DR. ROBERT OLBERG
Associate Professor
Northern Illinois University
DeKalb, Illinois

DR. CURTIS OSBURN
Associate Professor of Education and College Supervisor
Indiana State University
Terre Haute, Indiana

DR. FRED QUALE
Assistant Superintendent for Inst.
Corvallis School District No. 509J
Corvallis, Oregon

DR. TED SHOAF
Head, Department of Education
University of N. Carolina
Asheville, North Carolina

DR. CHARLES STANLEY
Professor of Foundations of Edu.
Florida A & M University
Tallahassee, Florida

DR. JOHN THORNTON
Professor of Education
Stephen F. Austin State University
Nacogdoches, Texas

DR. RICHARD WARNER
Associate Professor of Industrial Education
The University of New Mexico
Albuquerque, New Mexico

TT-L PARTICIPANTS

MRS. DOROTHY ADSIDE
Principal - Douglas Elementary
Dade County Public Schools
Miami, Florida

MR. JOHN HOLOMON
Assistant Professor of Spanish and Foreign Language Education
Prairie View A & M College
Prairie View, Texas

MR. JUNE JAMES, III
Assistant Professor, Secondary Educ.
Texas Southern University
Houston, Texas

MISS KATHRYN JORDAN
Associate Professor
Prairie View A & M College
Prairie View, Texas

DR. CARROL KRAUSE
Chairman, Division Education & Psych.
Southern State College
Springfield, South Dakota

MR. HOWARD LEHMAN
Supervisor of Elementary Education
Oil City Area School District
Oil City, Pennsylvania

MR. VICTOR LUND
Assistant Professor of Education
Oregon College of Education
Monmouth, Oregon

DR. WESLEY MANY
Professor, Elementary Education
Northern Illinois University
DeKalb, Illinois

MR. ROBERT SWANSON
Instructor
Florida Atlantic University
Boca Raton, Florida

MRS. MARIAN TONJES
Research Assistant in Reading
Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

DR. SARA WEST
Teaching Associate
Ohio State University
Columbus, Ohio

TT-N PARTICIPANTS

MR. BENEDICT BALSER
Teacher - Little River Elementary
Miami, Florida

MRS. BONNY CHERIN
Teacher - Treasure Island Elementary
Miami, Florida

MR. FRANCES DeLAURIER
Assistant Principal
Shenandoah Elementary
Miami, Florida

MRS. CHRISTINA EVE
Principal - Treasure Island Elementary
Miami, Florida

MR. LEW LEON
Principal - Oak Grove Elementary
Miami, Florida

MR. MELVIN MARCUS
Teacher - Arcola Lakes Elementary
Miami, Florida

MR. RICHARD NICHOLS
Principal - Kinlock Park Elementary
Miami, Florida

MRS. JEAN SANSON
Teacher - Twin Lakes Elementary
Miami, Florida

MR. ROBERT SHUKER
Teacher - Miami Gardens Elementary
Miami, Florida

VISITING DEANS, DEPARTMENT CHAIRMEN, AND OTHER PARTICIPANTS

(DR. NORMA COCHRAN)*
DR. RICHARD SPARKS, Dean
School of Education
Fresno State College
Fresno, California 93726

DR. JEROME LEAVITT, Chairman
Department of Elementary Education
Fresno State College
Fresno, California 93726

(DR. SHIRLEY COOPER)
DR. LOWELL BEACH, Assistant Dean
School of Education
University of Michigan
Ann Arbor, Michigan 48104

DR. PAUL HUNSICKER
Associate Director of Physical Education
University of Michigan
Ann Arbor, Michigan 48104

(DR. KEVIN MORSE)
DR. JOSEPH SANDEFUR, Dean
School of Education
Kansas State Teachers College
Emporia, Kansas 66801

DR. VINCENT BOWMAN
Chairman, Department of Curriculum and Instruction
Kansas State Teachers College
Emporia, Kansas 66801

(DR. ROBERT OLBERG)
DR. JAMES HEALD, Dean
College of Education
Northern Illinois University
DeKalb, Illinois 60115

DR. LOUIS DEPRIN
Acting Chairman of Elementary Education
Northern Illinois University
DeKalb, Illinois 60115

(DR. CURTIS OSBURN)
DR. DAVID TURNEY, Dean
School of Education
Indiana State University
Terre Haute, Indiana 47809

DR. WILLIAM McCARTHY, Chairman
Department of Elementary Education
Indiana State University
Terre Haute, Indiana 47809

(DR. FRED QUALE)
DR. KEITH GOLDHAMMER, Dean
School of Education
Oregon State University
Corvallis, Oregon 97331

DR. CLARENCE KRON
Superintendent of Schools
6575 N.W. Kronhill Drive
Corvallis, Oregon 97330

(DR. TED SHOAF)
DR. ROY A. RIGGS
Dean of the Faculty
University of North Carolina
Asheville, North Carolina 28801

* TTT FELLOW

MR. WILLIAM P. SHIPP, Acting Head
Department of Education
University of North Carolina
Asheville, North Carolina 28801

(DR. CHARLES STANLEY)
DR. PAUL B. MOHR, Dean
School of Education
Florida A & M University
Tallahassee, Florida

DR. ARTHUR E. TEELE
Associate Dean
School of Education
Florida A & M University
Tallahassee, Florida

(DR. JOHN THORNTON)
DR. ROBERT McKIBBEN, Dean
School of Education
Stephen F. Austin State University
Nacogdoches, Texas 75961

DR. THOMAS FRANKS, Chairman
Department of Elementary Education
Stephen F. Austin State University
Nacogdoches, Texas 75961

(DR. RICHARD WARNER)
DR. RICHARD HOLEMAN
Associate Dean, Curriculum and Instruction
College of Education
University of New Mexico
Albuquerque, New Mexico 87106

DR. LARRY LOCKE, Professor
College of Education
University of New Mexico
Albuquerque, New Mexico 87106

CONFERENCE CONSULTANTS, EVALUATORS

DR. DONALD N. BIGELOW, Director
Division of College Programs
(Currently on leave from U.S.O.E.)
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DR. DAVID BROWN
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Washington, D.C.

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Associate Professor
Wayne State University
Detroit, Michigan

DR. LARRY HUGHES
Associate Professor
University of Tennessee
Knoxville, Tennessee

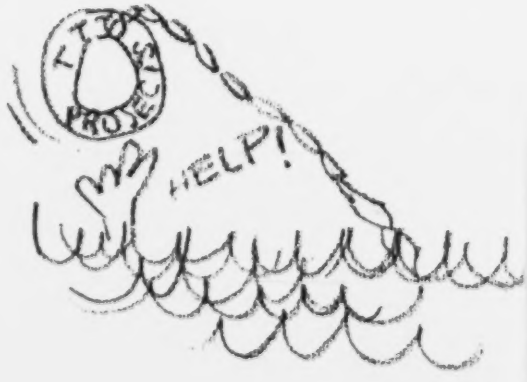
DR. RICHARD JAMES
American Association of College Teacher Education
One Dupont Circle
Washington, D.C.

DR. FRNEST MANNINO
Office of Overseas Schools
Department of State
Washington, D.C.

DR. MALCOLM PROVUS
Professor
University of Virginia
Charlottesville, Va.

DR. ALLEN SCHMIEDER
Chief of TTT Branch
Division of College Programs
U.S. Office of Education
Washington, D.C.

DR. HERBERT WEY, President
Appalachian State University
Boone, North Carolina
Director, Southern TTT Cluster



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Planning Officer, National Center, Office of Education

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Community Resources, Mott Foundation, National Community School Education Association

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DR. RICHARD SMITH
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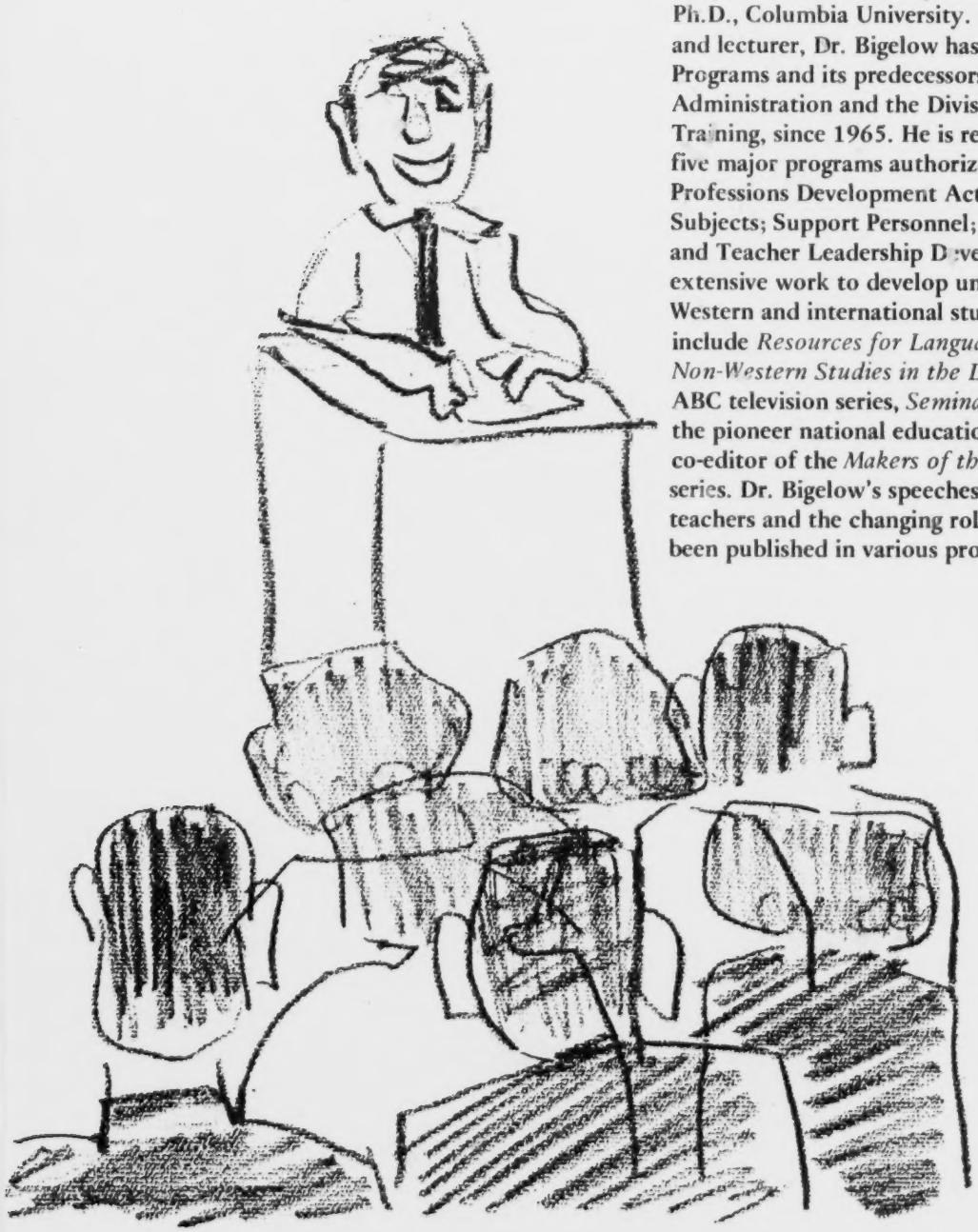


DONALD N. BIGELOW

Director, Division of College Programs, Bureau of Educational Personnel Development, U.S. Office of Education; Ph.D., Columbia University. A historian, teacher, author, and lecturer, Dr. Bigelow has headed the Division of College Programs and its predecessors, the Division of Program Administration and the Division of Educational Personnel Training, since 1965. He is responsible for administering five major programs authorized by the Education Professions Development Act: Trainers of Teachers; Basic Subjects; Support Personnel; Educational Administration; and Teacher Leadership Development. He has also done extensive work to develop university programs in non-Western and international studies. His publications include *Resources for Language and Area Studies* and *Non-Western Studies in the Liberal Arts College.* His ABC television series, *Seminar,* 1954-55, was one of the pioneer national education programs, and he was co-editor of the *Makers of the American Tradition* series. Dr. Bigelow's speeches on the preparation of teachers and the changing role of the university have been published in various professional journals.

ARTHUR W. COMBS

Professor of Education, University of Florida, Gainesville, Florida; Ph.D., Ohio State University. Dr. Combs is the author of numerous books, monographs, and articles; he is perhaps best known for his book *Individual Behavior.* He was editor of the 1962 ASCD Yearbook, *Perceiving, Behaving, Becoming.* His most recent book is *The Professional Education of Teachers: A Perceptual View of Teacher Preparation.* He has produced a number of researches on problems relating to human personality development and the helping professions. He has applied the principles of human relations known in the field of psychology to a wide variety of practical human problems in such fields as education, industry, and social problems.

VERNE FAUST

Professor, Department of Educational Psychology, University of Miami, Coral Gables, Florida; Ed.D., Indiana University. Director of TTT Project and NDEA Counseling Institute, 1967-70, at the University of Miami, Dr. Faust has done extensive work in guidance and counseling. He is the author of three books on elementary school counseling and a fourth on person-centered curriculum is forthcoming. The books are:
The Person-Centered Curriculum: To Feel, To Think, To Be,
Counselor-Consultant in the Elementary School, History of Elementary School Counseling, and *Establishing Guidance Programs in the Elementary School.*

JACK R. FRYMIER

Professor, College of Education, Chairman of the Faculty of Curriculum and Foundations, and Co-Director of the Center for the Study of Motivation and Human Abilities, Ohio State University, Columbus, Ohio; Ed.D., University of Florida.
Dr. Frymier is a fellow of the American Association for the Advancement of Science and is very active in professional organizations. He is the author of three books:
The Nature of Educational Method, Fostering Educational Change, and *Curriculum Improvement for Better Schools.*
study of academic motivation.

ALLEN A. SCHMIEDER

Director, Task Force '72, Action Committee on Educational Reform, United States Office of Education; Ph.D., Ohio State University. Formerly a professor in the Geography Department at the University of Maryland and Chief of the Social Studies Division of the U.S.O.E., Dr. Schmieder is a specialist in Anglo-American and Soviet geography. Since 1965, he has been particularly interested in national education issues and has traveled widely to lecture and to study outstanding educational programs. From 1969 to 1971, Dr. Schmieder was Director of the Trainers of Teacher Trainers Program. His publications include *A Dictionary of Basic Geography, The Myth of the Population Explosion and Ecological Overkill in Contemporary America* (in preparation), and numerous articles and monographs on geography, social studies, and teacher education.

IMPLICATIONS OF THE TTT MODEL FOR TEACHER EDUCATION AND THE LIBERAL ARTS

Donald N. Bigelow

We all agree that everything is not yet right with American education and that something ought to be done about it. Something can be done about American education, but probably only if we attack fully and forcefully the sad plight of undergraduate education as it now exists.

As a civil servant, I am not allowed to lobby for programs or policies in American education, not should I be. Most of you, who have chosen to assume the role of a teacher or a college administrator, do have the opportunity to initiate fundamental changes in American education. You may take immediate action in your own community on your own front. In fact, contrary to the present state of accountability, accountability ought to begin with you and your colleagues and how well you do your jobs. Certainly neither the classroom teacher nor the civil servant is free to do what you are permitted to do.

The big question of the day is not what you have done, but what you haven't done. The basic issues are not whether team teaching is other than keeping the teacher honest, or whether individualized instruction is the coming thing, or whether competency-based training is tomorrow's best seller, but rather how well, and when, you and your colleagues plan to put to good use the academic freedom you have been given. Here is where accountability should rest: with you, not with teachers in the classroom, if only because it is you who are blocking any fundamental changes in American education by refusing to take the next step. You remain rooted to the present hierarchy and yet some of you continue to expect change while dealing within the existing structure. But institutions can be changed, and when they are, it is due to a new style and set of values, developed in terms of a new structure. And such change, of course, must fulfill a genuine need.

The Office of Education's TTT Program attempts to fulfill such a need. It at least envisages the building of new institutions to handle that which has not been handled by present institutions, by attempting to reform within the structure. Unless new options are given to school children, to high school and to college students, as well as to graduate teaching assistants and young professors, the question of education reform will be academic.

Yet we continue to talk about curriculum reform as if it will change institutions. What such talk and such efforts amount to is that we fail to take the next step. Nothing we do next in our effort to improve American education should even remotely imply approval of yet another effort of curriculum reform. For we know now that we must explore the more fundamental problems of undergraduate education and of the liberal arts, which are vigorously avoided with suspicious regularity.

To accomplish any fundamental reform of the educational system, we must go directly to how teachers are prepared and by whom. This demands that we take a hard look at the undergraduate education itself, since undergraduate education is a fulcrum by which both graduate education and that of elementary and secondary school teachers can be altered. Summer institutes and fellowship programs have proved futile.

Thus, educational reform must include more than curriculum reform and more than improving teacher education. Most people assume that in the education of teachers the salient problem will be found in the professional sector, but I believe the biggest single

problem lies in the liberal arts sector, in the preparation the prospective teachers get in their own teaching fields and in general education. We have learned that picking out one segment to reform – social sciences, school administration, humanities, school integration, teacher education, whatever – does not produce any great change where it counts with children in the schools. What we do must be done within the larger institutional setting that provides and accounts for the whole of undergraduate education.

The TTT Program at the University of Miami has recognized and acted upon some of these assumptions, assuming that institutional reform can be made only when the producers and the consumers of teachers are jointly involved, namely the liberal arts college and teacher education, and the schools and the community they serve. This program stands as a model for trying to implement an educational strategy that looks at the whole front rather than making an effort to continue to do the thing you know you can do so well, with the least interference, regardless of the outcome.

The situation cannot be corrected by changing certification or worrying a great deal about it, or by packaging and labeling things differently, or by careful arrangements of committees, or by yet another effort at curriculum reform. Rather, what is needed is a basic and fundamental change of the very purpose and ethos of our institutions of higher learning. While our undergraduate customs, including admissions and academic requirements, are becoming increasingly meaningless, graduate school and professional school requirements are having the effect of further reducing the meaningfulness of the undergraduate degree. One crams into students more and more of the techniques of the so-called disciplines and less and less of its wisdom, excitement, or meaning.

My contention is that what has been known as professional education must also be made an integral, central part of the liberal education, but not with the notion that the liberal arts should simply absorb teacher education. A liberal arts education automatically bans the essence of pedagogy, when it is or should be fundamentally concerned with such substantive areas as communication and behavior. Apparently if we are to cut across boundaries among the disciplines, as well as break down barriers between departments or schools, there is a need for a new nomenclature by which teacher education is thought of neither as "the place" where teachers are taught nor "a place" composed of inferior individuals concerned only with obsolete methods and generally poor pedagogy. Wouldn't it be far more useful to talk about "non-pedagogical" and "pedagogical" disciplines than to reserve the term "academic" for just some favorite discipline presumably belonging to the liberal arts?

Has not the time come to encourage the concept that the liberal arts college should assume as a primary function the training of teachers for elementary and secondary schools? The most obvious gain would be the new integrity of undergraduate education, a revitalized liberal education, to meet the single greatest threat today, the unimpeded professionalism of the learned disciplines which continue to flourish for their own sake at the expense of every child in the land. The question is to what extent you plan to remake and reformulate our institutions of higher education. Nothing less. In the final analysis, accountability ought to be based on how effectively you reform the system, how well you teach the teachers who teach, rather than to hold accountable how well some poorly trained classroom teacher teaches. The opportunity is yours only.

SOME BASIC CONSIDERATIONS FOR TEACHER EDUCATION

Arthur W. Combs

For about ten years at the University of Florida we have been engaged in a series of researches on the question of what constitutes a good helper in the helping professions. Essentially this research has led us to the belief that the effective professional worker is one who has learned how to use his very personal self. That means the production of a good teacher is a very personal thing, dependent upon the belief system he has acquired. Each of us behaves in terms of his beliefs. It is our beliefs that determine what we will or will not do. Looking at the beliefs of good and poor helpers in the various helping professions has led us from this research to a series of propositions concerning teacher education as follows:

(1) The production of an effective helper is a problem in becoming. There are no right methods or right knowledge. Helping a person to use his unique self in effective ways means it is necessary to start with whoever he is when he comes to us. It means we have to see the problem of teacher education as a problem in becoming.

(2) Teacher education must begin by being willing to accept the people with whom we are working where they are. This means we have to help the young teacher begin by saying, "It's all right to be me." Teacher educators often do not help very much in this connection because we don't really approve of people where they are, and this message gets through to them. We have come to the conclusion that the first thing we have to do in helping a teacher to grow is to help him find personal security where he is. Until a teacher has discovered he can survive in the classroom, you might as well not teach him anything. Until he knows he can survive, he can't even hear you when you teach him other things. In our program, therefore, we seek to develop security first.

(3) The production of effective teachers calls for an emphasis on personal meanings rather than behavior. A person's behavior is only a symptom. If you emphasize symptoms in working with people you are likely to be in no better position than the doctor who does nothing but treat the symptoms of his patients. Applying the behavioral approach to many human questions often gets us nowhere because it is essentially dealing with symptoms. If we are going to help people to change their behavior, we are going to have to concentrate on the causes of behavior, not the behavior itself. The causes of behavior lie in people's perceptions. When perceptions change, behavior changes automatically. This calls for quite different approaches to behavior change in the teacher education program. To produce effective teachers we need to help them see their problems differently. When they do, they will find their own ways of behaving effectively.

In our research on good helpers we found clear differences between good helpers and poor ones on the basis of the following things: (a) their sensitivity to people; (b) what they believe about the people they are working with; (c) how they believe about themselves; (d) what they believe about their purposes; and, finally, (e) the authenticity of the methods they use.

(4) Teacher education calls for a subjective approach to human behavior. Objectivity, especially computer controlled, is our latest fad as we try to apply the techniques of

industry to our schools. Our preoccupation with it bids fair to ruin us. We need to remind ourselves that in the early days of the industrial revolution the application of mechanistic techniques to the problems of production resulted in dehumanizing the worker. In response, the worker formed a union and fought the system. At present we are involved in industrializing education, and the same results are occurring. We are dehumanizing students and the young people are revolting. People don't behave objectively. People behave according to their feelings, attitudes, beliefs, understandings – a fact is only what you believe. In our research we find that objectivity correlates negatively with effectiveness in all of the helping professions we have explored!

Much of teacher education today is teaching students about teaching instead of helping them to become teachers. This can be observed at every phase of the college experience. Courses in Human Growth and Development, for example, teach students about children instead of helping teachers to understand a child. The same illness exists with respect to courses in the philosophy of education where we are currently teaching students about philosophies instead of helping them to discover a philosophy of their own.

(5) Effective teacher education calls for relating student learning to need. Historically, the internship comes at the end of the program with the idea that having learned how to teach, one then goes out and practices it. Instead, the internship should be a time when the student discovers what the problems are, not a practice of preconceived solutions. In order to relate subject matter to need it will also be necessary for us to put students in touch with the public schools and their problems throughout the program instead of concentrating it in a small portion of the program. To do this it will be necessary for us to take the schools into partnership and to give up much of college supervision of the internship for the very practical reason that we cannot afford it. This probably also will require that teachers' colleges be located in the large cities rather than out in the country.

(6) Effective teacher education must produce a change in the self-concept of the young teacher. Effective helpers in all of the professions are people who see themselves in essentially positive ways. To produce this kind of feeling about self it is necessary to provide the student with positive experience.

THE PERSON-CENTERED CURRICULUM: BASELINE FOR THE MIAMI TTT MODEL

Verne Faust

Since Sputnik and post-moonlanding, there has been dissatisfaction with the results of American education. Children are not learning nearly as effectively as their potential indicates; not as well as is needed in order to develop a healthy nation. In order to create a healthier, more effective society, a nation of children and adults who learn well and respond maximally to the needs of man and to themselves, obviously something quite different must happen to children (tomorrow's society) than has occurred to date. New, facilitating worlds must be built for children to live in. Only in this way can they become a new kind of facilitating society tomorrow.

Although the home is the most potent place for affecting children, it is the schools which have the kinds of organizational structure that make massive changes possible for building revolutionary, incredibly facilitative worlds for children to live in. The question to be answered, then, is what changes must occur within the schools in order that children might learn more effectively and so facilitate a healthier society tomorrow.

The response to this question would follow a rationale that goes something like this. Schools were introduced as an institution for change; that is, they were designed to change children from their unacceptable "childish" state. It would follow that the teachers in these schools would then be prepared as experts, professionals, in learning, in the entire change process. But teachers employed in the learning process have received little preparation in how change takes place. At most, teachers are generally exposed to a course or two in human behavior and the anatomy of learning, and often with little relevance to the daily work of the teachers with students in the classroom.

If the work of the teacher revolves around mental processes – learning – it follows that teachers should be prepared, in depth and with breadth, regarding change processes. It is imperative that teachers own a rationale that explains how people learn and what is required in developing optimally effective learning climates. So it is that at least one year of the teacher's training must be designed to prepare him for the kind of deep understanding and functioning in human behavior that is necessary for working with students in the learning process. What becomes immediately obvious is the necessity for preparing university professors, themselves, in the kind of "learning process sophistication" that will enable them to both (a) reconstruct their teacher preparation programs to include human behavior sophistication, and (b) teach in these areas of the change process that they have introduced into their institutions.

The present writer has suggested that every university should provide several human behavior models – year-long programs focusing on the change process from which the student could select. Who is to say what represents the most essential point of view regarding human behavior dynamics and learning? A university, then, might offer several entire systems that the students could elect to enter. These might include, for example, a behaviorist system, an existentialist system, a person-centered system, as well as the particular university's traditional system. Over a period of time, the more effective programs would enlarge and the ineffective ones would fade away.

The dramatic, revolutionary promise that the Miami TTT model has reflected and holds is due almost totally to its person-centered baseline. Although a variety of theoretical

positions that attempt to explain human behavior can be identified as "centering on the person," the person-centered approach to human behavior that we are examining here is itself considered a system. Person-centeredness may be defined, most basically, as a mode of responding to an individual's person rather than to his products, in ways that, at some level of conscious-unconscious feeling and thinking, he experiences a sense of safety (particularly as an identity), no matter what his products may or may not be. Examination of the individual's products with him is generally done by "going through" his person on the way to getting to his products. But simply going through the person on the way to responding to the product does not, by itself, qualify it as a person-centered response. The "center" of the response must be on (a) what the person who created the product feels about it, and/or (b) what ideas the person may have about his product.

Evaluation is considered to be a critical factor in the effectiveness of the Person-centered curriculum. There are two basic kinds of evaluators, the Person-centered and the Product-centered. The Person-centered evaluator, the teacher or professor, becomes a resource person, someone off and through whom one can work ideas and feeling, as well as an input person (for objectives, structures, process, etc.). He does not hold the power of down-grading, failing, passing, etc., as he has given up his power over the personal, academic, social, and job destiny of the student. On the other hand, the Product-centered evaluators are not responsible for instruction. They simply, usually as a team, make decisions regarding the effectiveness of the student's responses toward any academic, professional, or job goals that may be under consideration. These decisions demand elaborate, narrative-type evaluations.

Another most influential factor operating in any learning setting is transference, the psychological transference between persons. Transference in education refers to all the feelings that the student experiences toward the professor which are displaced from the student's past. Transference feelings and reactions are intense, inappropriate, changeable, infantile, and ambivalent. In the safe, person-centered learning climate the student begins to move more toward consciously perceiving — and acting on — wishes and urges that were previously held in check in traditional, product-centered, "good-bad" evaluative classrooms where repression flourishes. Awareness of these impulses can then generate opposition or resistance to the professor and his methods.

One common form of expressing this resistance is via hostility. The student may become critical and defiant. Or he may become detached from the professor and the work going on. Another form of resistance is expressed by students through attempts to control the professor's behavior. This may be reflected through giving the professor gifts or favors, or developing sentimental or sexual attachments. In all these cases, contact with the teacher is understandably disturbing when it mobilizes attitudes, impulses, and feelings that threaten to weaken the defense of repression, opening the door to the unconscious.

Thus, the Person-centered approach is basic to the change process. It does, however, open the door to other problems in instruction. For this reason it is imperative that teachers not only become sophisticated in the change process, but also understand and experience the inherent by-products of the Person-centered approach, especially in the areas of evaluation and transference. Finally, the college and university professors must develop this sophistication and reconstruct their teacher preparation programs accordingly.

A SCHOOL FOR TOMORROW

Jack R. Frymier

Change is taking place at an increasing rate. People of the world are experiencing more situations in a given amount of time than ever before. Many people, however, charge that the schools are failing to keep pace with these changes. The only honest answer to these charges is "yes." Silberman and Drucker both say that the schools are static today. Goodlad joins in to say that widely recommended changes of the past fifteen years have not made it into the schools.

One of the major reasons that attempts at change have failed is the failure to recognize that children differ. The teachers fail to take into account where each child is different and alike. When new or experimental programs are tried out, the students are still looked upon as groups. Statistical inferences are made about the group. In curriculum innovations all we have done is to substitute one group approach for another group approach. This still is looking for the one way of teaching which is best for all children. There is no one way which is best because children differ. It is precisely at the point where they differ that learning is most significantly affected: their previous experience, their concept of self, their motivation to learn, and their immediate home background. There is no one right way except when applied to one particular child, because children are different.

The purposes of education stem primarily from the nature of knowledge, the nature of society, and the nature of the individual. From the nature of knowledge educators draw upon the structure, basic concepts, and methods of inquiry of a particular discipline. From the nature of society educators draw from population patterns, cultural expectations, social values and norms, economic forces, and language structure. The third source of information is the nature of the individual. Intellectual developments, cognitive style, personality, and experience come into play here.

Most educators feel that these three are equal sources for determining purposes, but in practice they emphasize one more than the other. The result is that different philosophical positions are reflected in terms of the values of the people involved. A philosophy reflecting the first source, the nature of knowledge, will be basic to a subject matter-centered curriculum. One emphasizing the nature of society presumes that the school's purpose is to serve social needs. Group needs are paramount, rather than individual or discipline needs. One presuming that the nature of the individual is most important would utilize knowledge and insights from the fields of psychology, biology, and psychiatry. Very few schools operate with this philosophy today.

Purposes and goals in education have always represented some blend of the three. However, the school for tomorrow will emphasize the third source. Starting with what we know about the nature of the individual as being most important, it follows that schools will be concerned with and teaching in the direction of individual needs. Beginning with the premise that "man is the end," it follows logically that "subject matter is the means, and society the result." This concept presumes that curriculum is simply a means to a human end. Furthermore, life is worthwhile, important, and

has value. Life is an individual, human phenomenon. Academic disciplines, groups, and fields of knowledge do not possess life.

Curriculum, therefore, must be life-supporting and enhancing. To determine curriculum we must employ the kinds of logic and ask the kinds of questions that persons who have worked to maintain and enhance life have utilized. Biologists, physiologists, nutritionists, and physicians have five essential questions:

(1) What is essential to maintain and improve physical life?
(2) How much is essential?
(3) Where are these ingredients found in usable form?
(4) How much of any essential ingredient is present in any given source?
(5) Under what conditions will the utilization of the ingredients be most helpful?

Educators can use this type of questioning in approaching the problems of maintaining and stimulating intellectual and emotional life by substituting facts, concepts, and principles for the essential ingredients. Then, the answers to the other questions will provide a logical basis for curriculum development.

Thus, educators should utilize these questions to help an individual determine what curriculum is appropriate to maintain and enhance his life. Since people differ we must develop conceptual tools, curriculum materials, instructional procedures, organizational arrangements, and evaluative devices to enable us to discern and comprehend the differences in educational ways. This will mean, of course, that the school will certainly have to be organized differently.

OVERVIEW OF THE NATIONAL TTT PROGRAM

Allen A. Schmeider

The TTT Conference here in Miami is a good index of the development and growth of the TTT Program. But the potential of this program will be realized only if we continue to formulate creative and imaginative strategies to meet the broad problems education continues to face.

One major development for the coming year is Task Force '72, recently formed by the Bureau of Educational Personnel Development. TF '72 is responsible for studying broad problems of educational reform and developing alternative strategies for implementing programs, with its major emphasis on involvement and communication. The main concentration of TF '72 is on implementing programs in training complexes, the NCERD elementary models, protocol and training materials, and teacher competency-based approaches to teacher preparation and certification.

The training complex facilitates cooperation between institutions of higher learning, business, and community in improving inservice training of teachers and other school personnel. The programs are designed to meet the needs of specific situations, personnel, and national life. They operate on the premise that reforms and renewals are relevant to specific situations. Thus, special training is provided only when needed.

The models of the new elementary teacher education programs provide a systematic approach to teacher education. These models represent the first large-scale attempts to develop systematic and comprehensive programs of elementary teacher preparation.

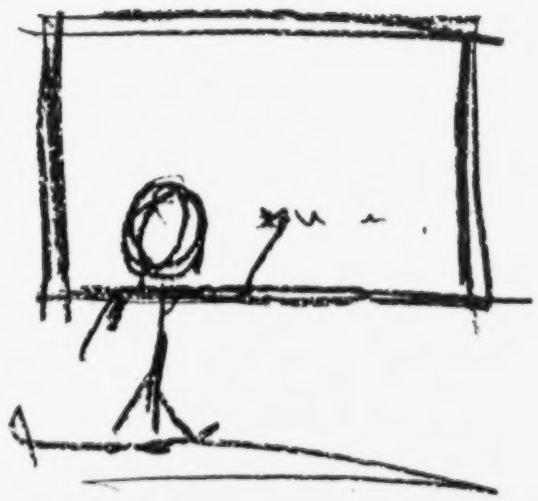
Protocol materials are reproductions of behavior that portray concepts in teaching and learning. In brief, the materials – visual, audio, or printed – enable teachers to analyze educationally significant behavior. The material presents behavior that is potentially interpretable in terms of clearly defined concepts. Training materials, however, use a slightly different approach. These materials provide for identification of situations in which they are to be practiced, a description of the performance the skills entail, and ways of providing feedback to the performer concerning his practice.

One direction teacher competency-based programs are taking is performance-based certification. Performance-based teacher certification should more clearly identify those eligible to be employed as teachers. A demonstrated ability to teach is the best evidence of teaching competency. Therefore, public confidence in the teaching profession would be enhanced when teaching candidates demonstrate skills and knowledge before receiving certification.

These are but some of the more recent programs for teacher training. TF '72 is not of unique origin, but represents an outgrowth of the serious work now underway in programs like the TTT.

DIRECTED OBSERVATIONS

Bernard E. Qubeck



It was the intent of the TTT staff and participants to develop subsequent conferences. In light of that, the conference participants were given an opportunity to express not only their impressions of the organization of the conference, but also their reactions to the material presented.

The following synthesis gives some idea of the kinds of feedback information received. This feedback is in two categories: (1) TTT Project information, and (2) suggestions for Project improvement. Many of these ideas have been incorporated into the 1971-72 program.

TTT Project Information

The TTT person-centered approach is a valid model and has tremendous implications for teacher education.

The TTT model is well defined in terms of research and development although some program elements may be ambiguous.

One major problem not entirely solved is how the philosophy will be implemented into workable teacher education programs.

There should be greater interaction between TTT and the other departments as well as between TTT participants and their home institutions.

Greater public relations could distribute more widely information about the TTT program and its mechanics.

The concern for the human person is refreshing and is reflected in the involvement of the participants.

Suggestions for Project Improvement

Build in one-quarter semester residencies for deans and/or senior professors from participating institutions.

For model evaluation, disaggregate the program into its components and develop behavioral objectives at each component level.

Package concepts and evaluations into a ready reference file.

Provide a lab where students can test their ideas.

Select TTT Fellows who are change agents on their own campuses and expose participants to the ways change is initiated.

BRIDGING THE GAP BETWEEN CAMPUS AND COMMUNITY . . . TTT

William Spino

Thomas Vest

A sobering thought for today's scholar is that this year's first graders will graduate from high school in 1984. A further examination of American society as we move toward the twenty-first century reveals a continuing trend on the part of the citizenry to seek the advantages of an urban environment that has become technically oriented and highly mobile. In reality, it is neither possible to retard time and prevent the coming of the twenty-first century nor practical to consider reversing the trends of technology and urbanization. However, in our rush toward the future, alienation and abandonment of culturally different segments of our society must be guarded against — especially if definable subgroups of society are being placed in positions that result in the loss of their identity and self-determination.

The movement by today's citizen to seek his fortune in the specialized environment of the urban setting has placed a definite strain upon society and particularly the educational sector. Each year this urban "pied piper" attracts thousands of newly trained teachers from a variety of institutions who must be prepared to enter a situation in which they will be expected to provide instructional leadership for youth from a multitude of socio-economic backgrounds. These new teachers are drawn from the ranks of white middle-class universities and enter the urban setting expecting to transmit the prevailing middle-class values to a highly motivated and accepting public. The reality of the situation suggests that these new professionals often lack insight into conditions that usually prevail in the slums and ghettos of the inner city.

Traditionally, the training of professional teachers has been the responsibility of colleges of education. In the curriculum hierarchy, a new student in teacher education

must run a gauntlet of courses designed to provide proficiency in the academic disciplines, plus courses in pedagogy geared to help transmit "knowledge" to students assembled in a formalized teaching-learning situation. Usually the prospective teacher's program of study resembled a prescription which, when all the ingredients were added, allowed the recipient to receive a certificate testifying to his ability to enter the classroom and assume responsibility for the education of any student population. Within many prescribed programs, prospective teachers were advised that the acquisition of theory was a necessary prerequisite rather than an integral co-requisite to instructional competency. Typical teacher education programs devised strategies whereby an internship or student teaching experience represented a culminating event in which the student had the opportunity to integrate theory into practice. The delay in the introduction of prospective teachers to a field experience required that students deal with rather abstract concepts associated with the educational enterprise without an adequate experiential base.

Fortunately, we have reached the point in American education where we are beginning to allow the novice to have access to a school population from the moment he enters the field. With increasing frequency, education majors are being assigned to a field experience setting where they function as observers, tutors, and teacher aides. This trend toward an earlier field experience suggests that students need to develop an experiential base, early in their program, which will become a cognitive anchor to which they may attach many of the abstractions related to the teaching-learning process. The transition in professional education to a more extensive practicum or field experience has been positive; however, it still encapsulates the student in the traditional school setting even though education is thought to be a continual and all-encompassing process.

In order to demonstrate that education is, in fact, a continual and all-encompassing process, it is essential that prospective teachers and teacher educators become cognizant of the attitudes and needs of the various people they must serve within the urban setting. The realization that communities are becoming more segmented and polarized, as racial, religious, and ethnic groups gather in meganeighborhoods, can be approached with the traditional lecture-textbook methods; however, internalization of these concepts could be reinforced and expanded through "grass roots" involvement. Thus, an innovative field experience designed to expand the awareness of both students and teachers to the diverse needs of an urban population is a necessary co-requisite for a teacher training program designed to meet the needs of the twenty-first century.

The implementation of a teacher training program for urban teachers assumes that institutions of higher education have faculty members who understand the diverse nature of an urban culture and will be able to provide new teachers with the cognitive and experiential data necessary to cope with the needs of students they will be serving. In an attempt to insure that faculty members responsible for teacher education programs will have the opportunity for exposure to the diverse needs of an urban population, an experimental model has been developed and implemented in the TTT Program at the University of Miami for the immersion of the trainers of teachers into the mainstream of a rapidly growing metropolitan community.

In an attempt to force educators out of their encapsulation, a selected group of teacher trainers from various parts of the United States is involved in a unique field laboratory experience to expand their perspective of the community and the educational enterprise. The program is unique in that the participants' experiential base

has been expanded to expose the teacher trainers to several segments of society which are not normally included in a field experience. During the first six weeks of a thirty-four week program, TTT participants will be oriented: (1) to the educational sector – public schools, kindergarten through graduate school; (2) to the private sector – business and industry; and (3) to the public sector – community and metro-government agencies. Exposure to the educational enterprise in metropolitan Dade County will range from exemplary schools with the most innovative curricula and physical facilities to urban ghetto schools. The opportunity to examine training programs being utilized in business and industry will provide to teachers of teachers insight into task-oriented training programs developed by business and industry to increase the efficiency and effectiveness of their personnel in pursuit of corporate profit. Immersion of participants in community and metro-governmental agencies has been designed to illustrate how other service-oriented agencies in the community respond or fail to respond to a diverse public.

While the first phase of the program provides a panoramic view of the community, and the educational enterprise within that community, the second phase of the field experience directs each TTT fellow into an intensive four-week experience in each of the categories – public, private, and educational. The last phase of the field experience element of the program allows each individual to select one agency or institution in which he will work for a period of sixteen weeks during the second semester. A synthesis session has been designed in which the TTT fellows will blend the perceptions related to their field experience into concrete suggestions for educational reform in public schools and teacher training programs at the university level.

The uniqueness of the TTT field experience model is in the process rather than the activity. The broad spectrum approach which narrows itself to an intensive sixteen-week field experience in the spring is determined by the student in reference to weaknesses in his professional preparation. The field experience will be supplemented by consultants drawn from the various racial and ethnic segments of the community in order to provide a dialogue with individuals functioning at the "grass roots" level. The TTT program will help to bridge the gap between community and campus through a multi-experiential approach. As a result of the new perceptions gained from involvement at the "grass roots" level, TTT participants should have a base from which to offer new programs designed to break the encapsulization and delimitation of exposing prospective teachers to a field experience that is restricted to the traditional educational enterprise.

Dr. William Spino is the Associate Director of the University of Miami TTT Project and a Visiting Assistant Professor in the College of Education. Dr. Thomas Vest is the Coordinator of Field Experiences for the TTT Project and a Visiting Assistant Professor in the College of Education.

Publication Editor, Bernard E. Qubeck